



## Going to the movies

George and Bill are twelve years old. They want to go to an early evening movie on Saturday. George loves movies with special effects and this one is filled with great visual effects. Bill is less excited about the movie, but likes to hang around with his friend. Both boys talk to their parents. George's parents are worried about how safe it is for George and Bill to go to the movie. Also, they are not sure whether the boys will act properly while on their own. They wonder, too, who will pay for this treat. Bill's parents have different concerns. They think Bill is old enough to go to an early evening movie with a friend, but they are concerned about how he will get to and from the movie. They don't have the time to drive the boys because of the many chores that must be done around the house. Besides, Bill has neglected his own household chores for days.

Relevant facts	Main stakeholders	Implied interests or values
Underlying Issues:		



## Sorting questions

Sort the questions into two columns: issue-based questions and information questions.

How many students attend your school?

Is it fair that students are not allowed in the school before the first bell?

What is the history of your school?

Is bullying a problem in your school?

How might the cultures of your school population be more recognized in your school?

What is the cultural composition of your school?

Should principals / teachers be allowed to inspect students' lockers or desks?

What extracurricular activities are available in your school?

How has the Parent Advisory Committee helped your school?

What can be done to address bullying and violence in your school?

How might the Parent Advisory Committee be most effective?

Would school be safer if there was a police presence?

### Criteria for effective issue-based questions:


- invite opinions about what should be done or what is fair
- refer to important matters that are of interest to others
- address debatable or controversial matters—people may agree or disagree about the answer.



## How effective is my analysis?

### RATING SCALE

I identify all appropriate stakeholders.

Excellent  Not yet

"Look fors" (describe excellent):

Evidence for rating:

I identify the important interests for each stakeholder.

Excellent  Not yet

"Look fors" (describe excellent):

Evidence for rating:

I list issues that deal with the significant disagreements implied by the facts.

Excellent  Not yet

"Look fors" (describe excellent):

Evidence for rating:



# Skateboarders

Name \_\_\_\_\_

Relevant facts	Main stakeholders	Implied interests or values
Almost one third of the young people in the town like to skateboard.	<ul style="list-style-type: none"><li>• young people</li></ul>	<ul style="list-style-type: none"><li>• fun and exercise</li></ul>
Young people have few places in the town where they can hang out.	<ul style="list-style-type: none"><li>• young people</li><li>• parents</li></ul>	<ul style="list-style-type: none"><li>• freedom of opportunity and friendship</li><li>• children's safety and happiness</li></ul>
Skateboarding is not allowed in city parking lots.		
Elderly people are frightened by the speed at which young people skate past them on city sidewalks.		
City merchants complain that skateboarders in front of their store scare away customers.		
Many skateboarders do not like to wear protective gear when skateboarding.		
There is a small park, owned by the town, that is next to an empty lot.		
Local taxpayers do not want to spend more money on parks.		
Local businesses have been vandalized recently.		
Underlying issues:		



## Issue analysis data chart

Name \_\_\_\_\_

Topic \_\_\_\_\_

Relevant facts	Main stakeholders	Implied interests or values

Underlying issues:

# Uncovering the issues

Identify the stakeholders, interests, and issues involved in a situation or research topic

## APPLY the strategy

- Research a given topic or analyse a situation. Record the relevant facts.
- Identify and list the significant stakeholders (the main individuals or groups who are or will be affected by the situation)
- Think about what each stakeholder will gain or lose in the situation. Record the stakeholders' implied interests or values (their desires and concerns).
- Examine the conflicting interests to uncover possible issues that emerge from the competing values and interests of the stakeholders.
- Frame the issues in question form. Use the suggested question stems to write effective issue-based questions.
  - Should people be ...?
  - Is it fair that ...?
  - What can be done to ...?
  - Would it be better ...?
- Check to make sure your questions meet the criteria for effective issue-based questions:
  - invite opinions about what should be done or what is fair
  - refer to important matters that are of interest to others
  - address debatable or controversial matters—people may agree or disagree about the answer.

### Purpose

This strategy helps me to understand a situation or topic in greater depth and prepare to explore situations that meet a variety of interests.

## Issue analysis data chart

Name \_\_\_\_\_

Topic Skateboarders

Relevant facts	Main stakeholders	Implied interests or values
Almost one third of the young people in the town like to skateboard.	<ul style="list-style-type: none"> <li>young people</li> </ul>	<ul style="list-style-type: none"> <li>fun and exercise</li> </ul>
Young people have few places in the town where they can hang out.	<ul style="list-style-type: none"> <li>young people</li> <li>parents</li> </ul>	<ul style="list-style-type: none"> <li>freedom of opportunity and friendship</li> <li>children's safety and happiness</li> </ul>
Skateboarding is not allowed in city parking lots.	<ul style="list-style-type: none"> <li>city officials</li> <li>drivers</li> <li>young people</li> </ul>	<ul style="list-style-type: none"> <li>enforcement of rules</li> <li>safety</li> <li>access to space</li> </ul>
Elderly people are frightened by the speed at which young people skate past them on city sidewalks.	<ul style="list-style-type: none"> <li>elderly people</li> <li>skateboarders</li> </ul>	<ul style="list-style-type: none"> <li>security, comfort, and safety</li> <li>freedom to move quickly</li> </ul>
City merchants complain that skateboarders in front of their store scare away customers.	<ul style="list-style-type: none"> <li>merchants</li> <li>customers</li> </ul>	<ul style="list-style-type: none"> <li>business</li> <li>shopping comfort (possible intimidation)</li> </ul>
Many skateboarders do not like to wear protective gear when skateboarding.	<ul style="list-style-type: none"> <li>skateboarders</li> <li>parents</li> <li>police and medical personnel</li> </ul>	<ul style="list-style-type: none"> <li>comfort</li> <li>safety</li> <li>prevention of injury</li> </ul>
There is a small park, owned by the town, that is next to an empty lot.	<ul style="list-style-type: none"> <li>town officials</li> <li>owners of the empty lot</li> </ul>	<ul style="list-style-type: none"> <li>zoning and land use policy</li> <li>impact on the potential use of the lot</li> </ul>
Local taxpayers do not want to spend more money on parks.	<ul style="list-style-type: none"> <li>taxpayers</li> </ul>	<ul style="list-style-type: none"> <li>money</li> </ul>
Local businesses have been vandalized recently.	<ul style="list-style-type: none"> <li>business owners</li> <li>police</li> </ul>	<ul style="list-style-type: none"> <li>costs and safety</li> <li>crime prevention</li> </ul>

## Underlying issues:

- What can be done to economically provide recreational space for skateboarders?
- Should the city provide recreational space for skateboarders?
- Is it fair to restrict access to skateboarding in public places?